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The Collection

This document is part of a collection that serves two purposes. First, it is a digital archive for a sampling of unpublished documents, presentations, questionnaires and limited publications resulting from over forty years of research. Second, it is a public archive for data on college student drinking patterns on the national and international level collected for over 20 years. Research topics by Dr. Engs have included the exploration of hypotheses concerning the determinants of behaviors such as student drinking patterns; models that have examine the etiology of cycles of prohibition and temperance movements, origins of western European drinking cultures (attitudes and behaviors concerning alcohol) from antiquity, eugenics, Progressive Era, and other social reform movements with moral overtones-Clean Living Movements; biographies of health and social reformers including Upton Sinclair; and oral histories of elderly monks.

Indiana University Archives

Paper manuscripts and material for Dr. Engs can be found in the IUArchives

http://webapp1.dlib.indiana.edu/findingaids/view?doc.view=entire_text&docId=InU-Ar-VAC0859

ON THE CAMPUS

Alcohol Awareness for College Students

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Not unlike many institutions for postsecondary education, Indiana University has experienced a dramatic increase in the student use of alcohol during recent years. Students drink a variety of alcoholic beverages, seemingly for diverse reasons. Casual and social drinking is common, but perhaps more disturbing is the frequency with which these young adults turn to alcohol for the expressed purpose of getting "lost," "bagged," or "wrecked." When getting drunk is the primary objective, drinking often results in some type of antisocial behavior-hostility, aggression, or a general loss of usual inhibitions. Thus, the behavior observed might include destruction of property, fighting, irritability, careless driving, or general rowdiness.

Confirming subjective observations, the Indiana University Drug Commission survey in 1973 reported that 87 percent of those students responding to a questionnaire indicated past and present use of alcohol. On a national basis, a 1974 report from the United States Department of Health, Education and Welfare indicated that alcohol was the drug of choice for 93 percent of all university students and, furthermore, the highest scores on an index of possible problem drinking behaviors were recorded for the youngest age group for which data were available- the 18- to 20-year-olds.

After communication with a representative of the National Institute on Alcohol Abuse and Alcoholism, Inc. Division of Student Services, Indiana University, created the Alcohol Education Task Force composed of students, faculty members, counselors, physicians, and administrators. The Task Force was charged with the responsibility to develop an alcohol awareness and education program for college students.

Task Force members agreed on five criteria for such a program:

1. The program must contain materials that are factually accurate regarding alcoholic beverages and alcohol use.

2. The program must emphasize responsible drinking behavior rather than advocating abstinence. A decision not to drink, however, should be considered as a legitimate alternative. Positive as well as negative consequences of drinking should be explored.

3. The program should include a cognitive base and then move toward affective commiseration. It should demonstrable cultural and social dimension of alcohol use but also provide students an opportunity to focus clearly upon the role of alcohol in relation to their personal objectives, lifestyle, and values.

4. The program must be designed so that it could be presented by paraprofessionals without the necessity to have professional consultants in attendance.

5. The program must be constructed and presented in a way that is intellectually and socially acceptable to young adults.

A review of the literature and a search for information, including media presentation, revealed that there is a lack of adequate alcohol education material available for young adults in postsecondary education. Thus, the Task Force began to focus its efforts on developing an educational experience that met the criteria cited previously. The result was an alcohol education and awareness program consisting of three major components:

1. The Student Alcohol Questionnaire was developed. It asks for some demographic information and the

individual's present drinking behavior and preference and also contains an alcohol knowledge section consisting of 36 true-false questions regarding alcoholic beverages and their use. Administering the questionnaire not only provides data regarding drinking patterns and behavior but also serves as a useful exercise to raise student awareness about the use of alcohol. Correct answers to the knowledge section can be provided immediately or at a later point.

2. An original 13-minute film entitled *Booze and You* was created with the assistance of some talented students. The film defines the various types of alcoholic beverages, cultural implications, and possible: physiological, as well as behavioral effects of alcohol use. It presents factual information and human relations situations in a way that students find acceptable, interesting, and even enjoyable. A W.C. Fields-type cartoon character acts as the moderator in the film, which frequently presents information in a humorous manner. A short discussion which can focus on content or personal reactions to the information presented is scheduled immediately following the film.

3. A series of live values clarification exercises were developed for use after the film in small group discussions (approximately 10 to 15 students per group). The exercises help students to focus directly on their personal attitudes and feelings regarding alcohol and the potential ramifications of drinking. These exercises allow each person to consider such issues as the various dimensions relating to responsible drinking, the role of peer pressure, individual reasons for drinking or not drinking, and the effects of drinking upon self as well as others.

This alcoholic education program can be offered to students in approximately two to three hours depending on how much time is devoted to the values clarification exercises. It is not necessary for a professional consultant to participate and paraprofessional staff members in residence halls have been used to facilitate the experience after participating in a four-hour training session. Preliminary results of a pilot research project indicate that students who utilized the program improved their knowledge of alcohol. Subjective feedback has also been positive.